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ABSTRACT

This annotated bibliography cites materials for teaching English as a second language (ESL) to Vietnamese and Cambodian adults. It is designed to teach the teacher with no previous training or experience in ESL techniques. The materials listed are specifically for adults and secondary school students, in that they take into account the learning habits and interests of older students. They also provide information about life in America, information useful to adults adjusting to a new environment. The bibliography is preceded by a discussion of what ESL materials are, what they provide, how they can be used by a teacher inexperienced with ESL techniques, and how to select ESL materials. The bibliography is divided into three main sections: (1) Survival Courses; (2) Full-Scale Extensive ESL Courses for Adults; and (3) Supplementary Recorded Tapes and Cassettes. The guide is available from the five regional bilingual education centers. (Author/CLK)

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Indochinese Refugee Education Guides

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2.

ADULT EDUCATION SERIES: Teaching English As A Second Language to Adults—Textbooks for Basic Courses

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Introduction

This bulletin provides a selected bibliography of materials for teaching English as a Second Language (ESL) to Vietnamese and Cambodian adults. It will offer the American teacher—especially the volunteer teacher or tutor with no prior experience in teaching English as a Second Language—a selection of readily available and highly "teachable" textbooks and tapes which have proven effective in teaching English to adults.

All the materials listed in this bibliography are suitable for teaching English to Vietnamese and Cambodian students. Some adaptation may be necessary, and some additional drills may have to be developed to deal with special problems that Vietnamese speakers have. But all these materials have been used successfully in basic courses in English as a Second Language for speakers of Vietnamese and Cambodians.

As indicated, the materials listed on the following pages are especially designed for adults and secondary school students, i.e. they take into consideration the learning habits and interests of older students. They contain a lot of information about everyday situations in America that will be immediately useful to adults learning to cope with a new environment.

A large number of Vietnamese and Cambodian refugees came to the United States with no formal training or ability to communicate in spoken English. Until they develop basic competency in the language, they will continue to face many severe problems in settling and adjusting in their adopted country. For this reason English classes play an extremely important role in helping the refugees adapt to their circumstances.

Adults, especially, face difficult problems of adjustment. Just in terms of language learning, adults frequently have a good deal more trouble mastering

a second language than children do. Basic English classes for adults are all the more important. Teachers and tutors who work in Adult Basic Education teaching English to adult refugees perform a vital, and difficult, task. This bibliography is intended to give a selection of ESL materials which will make that task easier.

What Are English as a Second Language (ESL) Materials?

Textbooks and language tapes for teaching English as a Second Language (ESL) are designed to give the speaker of another language an active control over correct, contemporary English. ESL textbooks and language tapes teach the non-English speaker to understand and to use English naturally and idiomatically.

ESL materials place a great deal of emphasis on spoken English. Almost all recent ESL textbooks use the "audio-lingual" method. The basis of this approach is the imitation and repetition of model sentences patterns as they are spoken and used by native speakers of English. In a typical drill, the teacher, a native speaker of English, speaks model sentences, which the students repeat, imitating as closely as possible the natural English intonation and pronunciation. ESL classes are built around a variety of oral drills and simple conversation practice, which stress oral comprehension and spoken fluency through mastery of the basic structures of the language.

Most ESL materials include reading and simple writing exercises in the early lessons. But, unlike the older grammar and translation method, the "audio-lingual" approach treats reading and writing as secondary and supplementary to oral comprehension and speaking. As early as possible, often in the first or second class, the ESL student is encouraged to use the English he has learned to communicate meaningfully in carefully controlled conversations. ESL students are not required to memorize formal grammar rules. Rather, the student learns to control the structure of English by developing habits of natural, correct usage.

The goal of the "audio-lingual" approach is to train the ESL student to use English to communicate easily and naturally with those who speak English as their native language. While traditional grammar books teach rules about the language, ESL materials help the student to develop the habits of correct, active usage of the English language.

What Do ESL Materials Provide?

In beginning an ESL class the teacher or tutor faces a number of immediate problems. Where to begin? What English structures should the teacher introduce first? What order should be followed in drilling other sentence patterns? Should the vocabulary be limited? What are the most useful vocabulary items for beginning students? The teacher must deal with these problems in order to develop an effective course.

ESL textbooks are designed to solve many of these problems. Take the first problem, the introduction of sentence patterns. It seems reasonable to begin with the simplest and to proceed in gradually increasing complexity. But a native speaker may not recognize which English sentence structures are difficult for speakers of other languages. Language specialists have analyzed the structures of English and determined the proper sequence for introducing sentence patterns. Good ESL textbooks are built around their conclusions. You can rely on ESL materials to present the structures of English in a logical and coherent way. Your students will find the arrangement of the ESL text easy to follow and comprehend, and an efficient way to achieve fluency in the language.

The selection and presentation of vocabulary will also be carefully controlled. Commonly used vocabulary items will be brought in and drilled in the early lessons, and they will be presented in contexts both familiar and relevant to the age and interests of the students. Vocabulary is drilled repeatedly, and mastery is gained through repeated usage.

ESL materials provide a learning environment in which the student can acquire facility in English most efficiently. They are founded on contemporary learning theory and a thorough analysis of the underlying linguistic structure of the language.

Can an Inexperienced Teacher Use ESL Materials?

The teacher has an especially important role in an ESL class, providing both guidance and the model of English usage that the ESL students will imitate and learn. It is vital for the ESL teacher to have complete familiarity with the language, and this usually means that the teacher will be a native speaker of English.

A native speaker of English can use many ESL materials very effectively even without special ESL training. Some ESL materials have been carefully designed with the inexperienced teacher or tutor in mind. Teacher's manuals are provided which may serve as a general introduction to teaching English as a Second Language, since most give explicit and highly detailed instructions for the teacher who is new to the ESL field.

Some ESL materials, however, do assume that the teacher will be an experienced ESL professional. In this bibliography an effort has been made to separate these from the materials which an inexperienced teacher can effectively use.

How to Select an ESL Textbook

All the adult ESL materials in this bibliography are widely recognized, and readily available, and they have been extensively tested in actual classroom situations. Different types of ESL materials are intended for different kinds of ESL courses.

Survival Courses. Some of these materials are designed to be used in short, fairly intensive, "survival" courses. Their goal is to get the student functioning in basic English-speaking situations as quickly as possible. They attempt to take a student up to an intermediate level in English by concentrating on the structures and vocabulary most commonly encountered in basic conversational English. In addition, they present a good deal of immediately practical information. Such materials would be appropriate for students who need basic English in order to hold a job and to cope with the daily activities that require basic language facility, such as shopping, health and living needs, contact with neighbors, and employers. The goal of these courses is to develop basic control and fluency in spoken English, to be able to comprehend and to make oneself understood in common situations.

Extensive Courses. Other materials present full, extensive courses in English. They take the student from the beginning through intermediate and sometimes to advanced levels. They may, for example, be designed as pre-freshman intensive preparation for students who are planning to enter college. Or they may be used over several years in a less intensive class. The first or the first few volumes in many cases can be used alone as a basis for a rapid introductory course, serving essentially the same function as the

"survival" materials. Many extensive courses include student textbooks and workbooks, as well as a variety of other materials. Often they are designed with a full set of recorded language tapes which supplement classroom work.

Language Cassettes and Self-Taught Courses. Another type of ESL material is the recorded language cassette or tape. The typical recorded cassette series contains a wide variety of pronunciation and fluency drills, conversation, and oral comprehension drills. These can be used by the student individually, either in a fully set up language laboratory, or, in some cases, on a small home tape or cassette player.

Some of these recorded courses are very nearly self-tutorial, in the sense that all the materials that a student needs--text, workbook, and tapes--are provided in a self-contained package.

But even the most complete recorded program can't fully replace the language teacher. First of all, it is extremely difficult, especially for the beginning student, to hear the sounds which occur in English, but not in his own language. It is also hard for him to audit his own pronunciation and intonation, and to recognize his own errors. The problem is increased by the fact that few small tape or cassette recorders can reproduce sounds accurately enough to benefit the beginning student. A teacher or a tutor, on the other hand, can provide an accurate model of English sounds for the student, and can immediately recognize and correct the student's mistakes. A few minutes of direct drill work with a teacher can be far more productive than time spent with tapes played on an inadequate tape machine.

Recorded tapes can't reproduce the actual classroom dynamics. They can't recreate the sense of actual communication in the language that takes place in the classroom. However, these tapes can be a valuable supplement to classwork. They can be particularly useful for the student who has only a little time available for class or tutoring work. But tapes should be treated as supplementary to at least some teacher-student interaction. They aren't a magic "language pill." You can't just give a language student a package of recorded tapes and expect him to develop language skills entirely on his own. Even the most highly motivated student needs to spend time with a teacher or tutor who can monitor his language development and guide his progress.

Your choice of ESL materials depends on a number of factors. The most important of these relates to your students' goals in learning English. The "survival course" may be ideal to get a student functioning rapidly in basic

English, but it may be inappropriate for the student advancing beyond the intermediate level. A full, extensive set of English materials, on the other hand, may provide a structured, yet flexible framework for the student who needs to achieve an advanced level of fluency.

I. SURVIVAL COURSES

* Iwataki, Sadae, and others. English as a Second Language, A New Approach For the 21st Century. San Juan Capistrano, Calif.: MODULEARN, Inc., 1973-74. Student Materials, about $3.25 per set.

Beginning through high intermediate.

These materials were designed for Chinese, Japanese, Korean and Filipino adults learning English in California, and as such are especially suitable for Vietnamese adults. Volumes I-III consist of 20 lessons each for beginning English, each of which includes a lesson guide for teachers, a student leaflet for reading and writing practice and home study, an evaluation lesson guide, and a student evaluation form. Volume IV contains transparency masters to accompany the materials in earlier volumes. Volume V is an intermediate text which can be used independently or in sequence with the other volumes. Volume VI is a pronunciation text geared to the problems of Chinese, Japanese, Korean and Tagalog speakers, but contains much that is directly relevant to speakers of Vietnamese. Volume VII is a teachers' guide to the language problems of Asians, again geared to speakers of the languages mentioned earlier, but relevant to Vietnamese. The entire set of eight volumes can be bought together ($45.00); the student materials are available separately. Complete teaching aids for the inexperienced ESL teacher.

*Mackey, Ilonka Schmidt. English 1: A Basic Course for Adults. Rowley, Mass.: Newbury House, 1972. Students' book, $2.75.

Beginning through low intermediate.

A basic English course for zero-level students at upper secondary and adult level. Book's aim is to give learners the English they need immediately on arrival, to provide the basis for more thorough study, and to furnish review for students whose English is sketchy. Material is carefully controlled to give immediately useful structures and vocabulary.

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*These texts are particularly suitable for those volunteers and teachers inexperienced in teaching English as a second language.

Detailed teachers' manual available. Especially suitable for adult education programs and teachers with no special training in ESL

Bruder, Mary N. MMC: Developing Communicative Competence in English As A Second Language. Pittsburgh: University Center for International Studies, University of Pittsburgh. 1974. $7.95. Paperback.

Beginning to high intermediate.

A course in elementary and intermediate English, containing material for a fifteen-week intensive term for adult beginners. Designed for educated adults. The text consists of mechanical drills, meaningful drills, and communicative drills which prepare the student to communicate using the structures he has learned. Tapes are available. Teacher's manual available, but ESL experience is desirable.

II. FULL-SCALE EXTENSIVE E.S.L. COURSES FOR ADULTS

A. These materials are suitable for inexperienced ESL teachers:

ENGLISH LANGUAGE SERVICES. English This Way. New York: Collier Macmillan, 1963-65. Books I-II, $2.00 each. Books VII-XII, $2.20 each. Paperback. Complete set of tapes or cassettes for Books I-VI, $285.00.

Beginning through advanced.

This is a non-intensive course intended primarily for secondary students, but also suitable for adults. Books I through VI are designed to cover a half-year each, and will take the student up to good intermediate control of the basic sounds and structures. Books VII through XII can be used for intermediate students, and concentrate on reading and writing. Two teacher's manuals (for I-VI and VII-XII) are available.

ENGLISH LANGUAGE SERVICES. English 900: A Basic Course. New York: Collier Macmillan, 1964-65. Six student books, $1.35 each. Six workbooks, $0.90 each. Complete set of 180 tapes, $665.00.

Beginning through high intermediate.

A graded series of integrated materials for adults. Can be used in both intensive and non-intensive courses. Textbooks present 900 base sentences in 60 units, covering basic English grammar and vocabulary.

Expanded to 3600 through substitution drills. Tapes, workbooks, readers and teacher's manual are available.

*FINOCCHIARO, MARY. Learning to Use English. New York: Regents, 1966-68. Books I and II, $1.75 each. Paperback. Eleven tapes available, $55.00.

Beginning through low intermediate.

A course in the full range of English language skills, incorporating reading and writing, as well as speaking and oral comprehension. Aimed mainly at secondary students, but can be used for older students. Teacher's manual available.

*SLAGER, WILLIAM R. English For Today, 2nd Ed. New York: McGraw Hill, 1972. Books I-VI, about $4.50 each. Paperback. Three workbooks, $1.35 each. Text for I-III, $45.00 a set. Cassettes for I-III, $200.00 (27).

Beginning through advanced.

A newly-revised series which was widely used in Vietnam. Takes the student up to a full command of spoken and written English. Writing and reading are introduced early, and controlled composition exercises continue throughout the series. Suitable for both secondary students and adults. Book III may be used as a review for students who have had some English training. Cassettes, workbooks, wallcharts available, as is teacher's manual for each book.

SHEELER, WILLARD D. Elementary Course in English. New York: Collier Macmillan, 1971. Two books, $2.75 each. Paperback. Tapes for each book, $112.50 each.

Beginning through low intermediate.

A beginning level course for adults, developed for intensive work, but which can also be used in non-intensive classes. Teacher's introduction to each volume.

WRIGHT, AUDREY L., with James H. McGillivray, Ralph P. Barrett, Aristotle Katranides, W. Bryce Van Syoc, and Florence S. Van Syoc. Let's Learn English (All-English Edition), revised ed. New York: American Book Co., 1966-73. Six books, about $2.00 each. Cassettes for Beginning Course (I & II), $256.00.

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*These texts are particularly suitable for those volunteers and teachers inexperienced in teaching English as a second language.

Beginning through advanced.

Recently revised series for secondary students, primarily. Three levels: Beginning Course (I and II), Intermediate Course (III and IV), and Advanced Course (V and VI). Each book is designed to cover one semester each. Supplementary tapes and charts are available. Teacher's guide for each level.

B. These materials are more suitable for teachers with ESL training.

HALL, EUGENE J., et al. Orientation in American English. Silver Spring, Md.: Institute of Modern Languages, 1971-72. Six student textbooks, $3.00 each. Four workbocks, $2.00 each. Cassettes for first four levels, $45.00-$55.00 each set.

Beginning through advanced.

An integrated set of materials--texts, workbooks, tapes, and graded readers--using "Situational Reinforcement" to train students to assimilate vocabulary and structure in context of everyday experiences in America. Works toward immediate use of English in meaningful communication. Avoids intensive drillwork. Each level requires 80-100 hours of instruction. Teacher's manual available.

LADO, ROBERT. Lado English Series. New York: Regents, 1970. Books I-VI, $1.75 each. Paperback. Six workbooks, $1.00 each. Twelve cassettes per book, $75.00 per set.

Beginning through advanced.

Series for teaching beginning through advanced English intended for secondary and college students. First three books concentrate on pattern practice, dialogues, and pronunciation drills. Books IV-VI give more attention to communication. Teacher's manuals for I-III, IV, V, and VI are available.

MELLGREN, LARS, and MICHAEL WALKER. New Horizons in English. Reading, Mass.: Addison-Wesley, 1973. Six student books about $2.50 each. Paperback. Six workbooks, $1.00-$1.40 each. Cassettes for each book, $40.00 to $50.00

Elementary through intermediate.

A new series for secondary students and adults to teach elementary and

intermediate English. Text is based extensively on two- and four-color drawings, which provide materials for drills and conversation. There are sections in each unit of the student books which the student can do on his own, or in small groups. Teacher's guides for each book, with notes for the inexperienced teacher.

III. SUPPLEMENTARY RECORDED TAPES/CASSETTES

BOGGS, RALPH S. and ROBERT J. DIXSON. A Laboratory Manual of American English. New York: Regents. Text, $1.75. Set of eighteen 5" tapes and manual, $75.00.

A manual and set of tapes for conversational practice in American English, as a supplement to an English program. Lessons are divided into three steps: grammar practice; question and answer exercises; and phrasing, intonation, and pronunciation. Each lesson runs about 13 minutes.

DIXSON, ROBERT J. Oral Pattern Drills In Fundamental English. New York: Regents. Text, $1.00. Set of nine 7" tapes and text, $60.00.

A set of pattern drills on every major aspect of English grammar, intended to supplement an English program. Teacher can select drill from alphabetical index of grammatical categories.

ENGLISH LANGUAGE SERVICES. Audio Lingual English. New York: Macmillan, 1967. Six workbooks, $4.00-$5.00 each. Tapes for each workbook, $140.00-$265.00 per set.

Beginning through advanced.

A course comprising 230 tapes, six workbooks and a teacher's guide making about 250 hours of language lab and 50 hours of supplementary classroom study. Some teacher monitoring necessary during lab work.

HALL, EUGENE J. English Self-Taught. New York: Regents. Twelve work texts/twelve sets of six cassettes (or tapes), $40.00 each ($50.00 each). Complete sets (1-6 and 7-12): six work texts and thirty-six cassettes (or tapes), $210.00 ($265.00) each set.

Beginning through advanced.

An integrated series of tape cassettes, workbooks, and filmstrips. Levels 1-4, beginning; 5-8, intermediate; 9-12, advanced. Texts and workbooks can be used to complement and supplement any English program. Not intended to supplant the teacher, but to reduce the need for individual teacher attention.

STIEGLITZ, FRANCINE. P.A.L. Progressive Audio-Lingual Drills in English. New York: Regents, 1970. Teacher's manual, $2.50. Set of fifteen 7" tapes, $90.00.

A set of grammar exercises which can be used to supplement an English program. Sixty recorded units, available in sets of 12 units, each unit focusing on a single grammatical structure. Graded according to difficulty. Teacher's manual is a transcript of the tape recordings, and it may be used by the student for individual study.